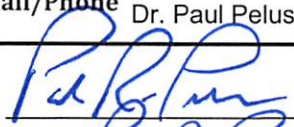
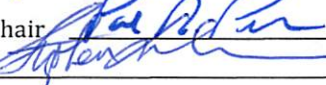
 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Counselor Education College College of Education		
Current Course Prefix and Number MHS 7402		Current Course Title Advanced Counseling Theories: Brief Therapies	
<i>Syllabus must be attached for ANY changes to current course details. See Guidelines. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Advanced Counseling Theories: Contemporary Therapies Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ <small>*Review Provost Memorandum</small>		Change description to: Course is intended to introduce students to theoretical principles and applied skills in current counseling with an emphasis on contemporary therapy models. Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Term/Year for Changes: Spring 2020		Terminate course? Effective Term/Year for Termination:	
Faculty Contact/Email/Phone Dr. Paul Peluso, Department Chair / ppeluso@fau.edu / 561-297-3602			
Approved by Department Chair  College Curriculum Chair  College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 8/26/19 8/28/19 8/29/19 _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

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Advanced Counseling Theories: Brief-Contemporary Therapies (MHS 7402) 3 credits

Prerequisite: MHS 6401

Course is intended to introduce students to theoretical principles and applied skills in current counseling with an emphasis on brief-contemporary therapy models.

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**DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION
FLORIDA ATLANTIC UNIVERSITY**

**Advanced Counseling Theory: Contemporary Therapies
MHS 7402
Fall 2019- 3 credits**

Instructor: Carman S. Gill, Ph.D.
Office: Bldg 47, Rm. 459, Boca campus
Office Phone: (561) 297-1002 (Office)

Office Hours: Mon 3:30-6:30;
Wed 2-4
Email: gillc@fau.edu

Class: Boca Campus, Rm 482, Wednesdays, 8/21-11/27, 4:20-7 pm

Catalog Description:

Prerequisites: MHS 6401 or equivalent and permission of instructor.

Course Description:

This course is intended to introduce students to theoretical principles and applied skills in current counseling theories with an emphasis on **contemporary therapy models**. Students will develop knowledge of the specific brief therapy models, learn to integrate the various strategies and techniques into a comprehensive framework, demonstrate basic competence in the application of brief therapy counseling process and, review the empirical research regarding process and outcomes in brief counseling and therapy.

Text and Supplemental Materials:

Required:

- Cottone R. R. (2012). Paradigms of Counseling and Psychotherapy. Cottleville, Missouri: Smashword
- Assigned Readings/articles
- A Self Selected text (with instructor approval) on a specific brief therapy model; each student will select a different text and/or theoretical model.

Recommended:

- Carlson, J. & Sperry, L. (2000). Brief therapy with individuals & couples. Phoenix, AZ: Zeig, Tucker & Theisen.

Course Objectives:

1. Students will understand and evaluate the major counseling theories and brief therapy models.
2. Students will learn at least one new theory and one brief therapy approach in depth regarding process and techniques.
3. Students will become familiar with the process and outcome research literature pertaining to the major counseling theories and brief therapies.
4. Students will demonstrate effective use of multiple theories, including one brief theory, and articulate a personal orientation to counseling that is based in literature.
5. Students will be able to assess and conceptualize cases as well as apply appropriate strategies and techniques to case studies.
6. Students will identify effective models and strategies for working with clients in crisis.

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7. Students will be able to develop interventions tailored to the unique characteristics of each client including racial, ethnic, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs.

CACREP Doctoral Standards

Section 6: B1; a-f

Teaching Methodology and Technology

This course will be taught in a seminar format emphasizing demonstrations and case studies for applying the theories and techniques of the counseling and therapy models studied. Each student will also be responsible for identifying one specific theoretical approach and developing an in-depth understanding of the theory and application in counseling and therapy. Students will also be expected to complete a thorough review of the empirical outcome literature in regard to counseling and therapy.

Canvas will be utilized to supplement the learning experience. Assignments will be uploaded to the Canvas platform and graded through the platform. Students will have an opportunity to share important articles and presentations with other students. Discussions are offered throughout the course as described below.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

Course Requirements:

1. **Class Participation:** Attend and participate in all scheduled class sessions and complete all required readings. Be prepared to actively engage in discussions, based on the assigned readings. Participate in Canvas discussion as assigned.
2. **Reflection Papers:** Students will submit four (4) reflection papers based upon the assigned readings for this course. Each student will complete a 2-3 page paper reflecting

upon the material covered in Cottone chapters 1, 2, 8 and one chapter of the student's choosing from chapters 3-6. The reflection on the chosen chapter will include a reflection on the basic tenets of this paradigm and implications related to the ethical and cultural implications of these tenets in multiple settings.

In keeping with CACREP requirements, for chapter 1, the student review and reflect on the integration of counseling theories into a paradigm system and will describe at least 2 rationales for the integration of theories into paradigms. For chapter 2, the student will review and reflect on theory specific rationale for organizing theories within paradigms and describe the method by which paradigms are differentiated. Concerning their chosen chapter, the student will review and reflect upon the basic propositions, the epistemological and ontological underpinnings, of the paradigm, including the relation to ethical and cultural implications of these beliefs in multiple settings. For chapter 8, the student will review and reflect on information related to paradigm research and common factors. For more specific requirements, refer back to the assignment rubric. (Section 6: B1; a, b, d &f).

3. **Research Project Presentation & Therapy Report:** Each student will choose one counseling theory/ model, new to the student and not covered in the course material, to research in-depth. This will include:
 - a. Reading *at least one additional text* devoted to that model (approved by the instructor). Reviewing articles, research, professional book chapters and other sources related to this approach.
 - b. Giving a presentation to the class on their research topic with a review of the basic tenets, therapeutic strategies and techniques, the outcome research validating its efficacy in treatment. The student will identify strengths and weakness associated with the research base. The presentation will include an illustrative practical applications case study. (Section 6: B1; d)
 - c. Create a report that follows APA format for journals articles and be between 10-12 pages, including title page, abstract and references. The students is expected to discuss the chosen theory in depth, citing multiple sources, and include major tenets, research, applicability to diversity populations and any associated ethical issues. The student will integrate their theory into a case example they have created, clearly identifying the etiology of the client's presenting problem, a plan for treatment, and at least 2 interventions, using the chosen theory. The student will describe multiple methods for evaluating the effectiveness of their plan for treatment. Please follow guidelines found in Watts, R. E. (2011). Developing a conceptual article for publication in counseling journals. *Journal of Counseling & Development*, 89, 308 – 312. The corresponding evaluation rubrics are attached (Section 6: B1; b, d &f).

4. **Case Conceptualization Group Projects:** Students will be required to complete a thorough case conceptualization and treatment plan from multiple theoretical perspectives. Peer collaboration groups will be *assigned* and students must demonstrate the ability to conceptualize clients from theoretical perspectives differing from their chosen theories (see assignment #3).
 - a. The student must participate in conceptualizing a client from two different counseling theories, excluding the theory they used for the research project/report.
 - b. Conceptualization should follow Sperry's model of case conceptualization with integration of the specific theory and proposed treatment plan based on the

theory. This will include submitting a project that fully explains the etiology of the client's presentation, based on additional theories.

- c. Identifying a theory based treatment plan strategy from 2 new and different theoretical perspectives and describing more than 2 techniques for intervening with the client appropriate to the theoretical orientation.
- d. The student will include relevant literature and research base. The corresponding evaluation rubrics are attached (Section 6: B1; c&f).

Course Requirements and Grading

Class Participation.....	10 points
Reflection Papers (5 pts each).....	20 points
Presentation & Research Project.....	40 points
Group project.....	30 points

Course Schedule

Class meets 4:20-7 pm on scheduled Monday evenings:

<u>DATE</u>	<u>TOPIC</u>
<i>Aug 21st</i>	Introduction to course & Overview Cottone, Ch. 1
<i>Aug 28th</i>	Discussion Ch. 2; Case conceptualization Assigned Readings: Cottone, Ch. 1 & 2; Selected book chapters <u>Assignments:</u> Reflection Paper #1: Due for chapter 1
<i>Sept 4th</i>	Discussion Ch. 3; Medical model; Case conceptualization continued Readings: Cottone, Ch. 3 & readings as assigned Assigned Readings: Cottone, Ch. 3; Selected book chapters <u>Assignments:</u> Select Text and submit for instructor approval-Canvas
<i>Sept 11th</i>	Discussion Ch. 4; Freud; Adler Readings: Cottone, Ch. 4; Assigned articles <u>Assignments:</u> Reflection Paper #2: Due for chapter 2
<i>Sept 18th</i>	Behavioral theory & CBT Readings: Assigned articles.
<i>Sept 25th</i>	Presentations 1-2 Readings: Assigned articles.
<i>Oct 2nd</i>	Presentation 3; Discussion Ch. 5, Systems Readings: Cottone, Ch. 5; Assigned articles.
<i>Oct 9th</i>	Peer Group meetings
<i>Oct 16th</i>	DCT & Wellness Paradigms Readings: Assigned articles.
<i>Oct 23rd</i>	Presentation 4; Discussion Ch. 6, Social Constructivism